

LEARNING RESULTS			DEGREE OF MATCH	0=no link 1=weak link 2=good link 3=strong link
LINKING MAINE'S LEARNING RESULTS				Pre-K-2 HEALTH
Name _____		School _____		
Town _____		Grade _____	Phone _____	
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HEALTH EDUCATION:				
A.	HEALTH CONCEPTS Students will understand health promotion and disease prevention concepts. Students will be able to:			
A1.	Recognize that there are multiple components of health.			
A2.	Describe the transmission and prevention of communicable diseases.			
A3.	Demonstrate an understanding of basic health terms.			
B.	HEALTH INFORMATION, SERVICES, AND Students will know how to acquire valid information about health issues, services, and products. Students will be able to:			
B1.	Identify which school and community health helpers are needed in given situations.			
C.	HEALTH PROMOTION AND RISK REDUCTION Students will understand how to reduce their health risks through the practice of healthy behaviors. Students will be able to:			
C1.	Differentiate between safe and harmful substances found at home and school.			

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C2.	Demonstrate personal hygiene skills.			
C3.	Choose healthful foods.			
C4	Demonstrate a variety of safety skills for different situations (e.g., pedestrian, bus, fire, auto, and bicycle safety).			
C5	Apply coping strategies when they feel too excited, anxious, angry, or out of control.			
D.	INFLUENCES ON HEALTH Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health. Students will be able to:			
D1.	Describe the influences of media on health.			
D2.	Explain how information from school and family influences health.			
E.	COMMUNICATION SKILLS Students will understand that skillful communication can contribute to better health for themselves, their families, and the community. Students will be able to:			
E1.	Demonstrate healthy ways to express needs, wants, and feelings.			
E2.	Distinguish between verbal and nonverbal communication.			

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F.	DECISION-MAKING AND GOAL SETTING Students will learn how to set personal goals and make decisions that lead to better health. Students will be able to:			
F1.	Explain when assistance is needed in making health-related decisions and setting health goals.			
F2.	Set a short-term personal health goal.			
PHYSICAL EDUCATION:				
A.	PHYSICAL FITNESS Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis. Students will be able to:			
A1.	Identify the physical changes that accompany moderate to vigorous activity (e.g., sweating, increased heart rate, heavy breathing).			
A2.	Engage in moderate to vigorous physical activity.			
A3.	Identify activities associated with each component of health-related fitness (e.g., cardiovascular endurance, muscular endurance, muscular strength, body composition).			
A4.	Move with an awareness of others.			
A5.	State reasons for safe and controlled movements.			
B.	MOTOR SKILLS Students will develop motor skills and apply these to enhance their movement and physical performance. Students will be able to:			

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B1.	Demonstrate progress in mastering locomotor skills (skills used to move from one place to another, e.g., walking, running, jumping, hopping) and non-locomotor skills (skills used to move in place (e.g., turning, twisting).			
B2.	Demonstrate improving form when using various sports accessories (e.g., throwing a ball, catching a bean bag, hitting a hockey puck).			
B3.	Demonstrate simple combinations of motor patterns (e.g., dribbling while running).			
B4.	Make smooth transitions between sequential motor skills (e.g., running into a jump).			
B5.	Adapt and adjust movement skills to uncomplicated, changing, environmental conditions and expectations (e.g., tossing a ball to a moving partner).			
B6.	Identify the critical elements of fundamental movement patterns (e.g., throwing; ready position, arm preparation, turn side to target, step in opposition, etc.).			
B7.	Apply movement concepts (e.g., patterns of movement, direction, speed, etc.) to a variety of fundamental skills (e.g., running in different directions without bumping into others or falling).			
C.	PERSONAL & SOCIAL INTERACTIONS The student will demonstrate responsible personal and social behaviors in physical activity settings. Students will be able to:			
C1.	Identify the rules of a given activity.			
C2.	Demonstrate cooperative skills (following rules, taking turns, sharing equipment, etc.) while participating in physical activities.			
C3.	Use equipment appropriately and responsibly.			

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C4.	Describe rules and behaviors that contribute to productive participation in physical activity.			